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CHRISTIAN STATESMAN

Vol. LXXXVI. Pittsburgh, Pa., September 1942 No. 3.

For every child spiritual and moral training to help him stand firm under the pressure of life.
—*The Children's Charter.*

Above is the photograph of four of the 29,805,259 youth of public school age (5 to 17) of our country, of which number 25,433,542 (87 out of every 100) are enrolled in our public schools.

America's future will depend upon the character of the education we give these millions of youth in our public schools. Today all our churches reach with the education they give considerably less than half these youth one hour a week, while our public schools with the education they give reach 87% of them thirty hours a week.

Christian or Secular

In the early days the Bible was in our public schools and religion was woven into the texture of our system of public education. About 1870 the Bible and religion went out of our schools, and since then our public education has been secular.

This was a terrible mistake. Religion is the foundation of character. 60% of American youth are now growing up as pagans, without religious training from any source. Since religion left our schools, the spirit of secularism has been growing, crime has been increasing, and the foundations of our democracy—the product of Christianity—have been subsiding.

Secular School Against Religion

"For the state not to include in its educational program a definite recognition of the place and value of religion in human life is to convey to children, with all the prestige and authority of the school maintained by the state, the suggestion that religion has no real place and value."

To save our youth, to save our Republic, to give religion and the church a fair chance in this "Christian" land, the Bible and religion must be restored to our public schools.

CHRISTIAN PUBLIC EDUCATION NUMBER

Publisher's Statement Regarding Dr. Fleming's Book, "God in Our Public Schools"

The National Reform Association undertook the publication of Dr. Fleming's book, "God in Our Public Schools" because of its profound interest in the restoration of the Bible and instruction in non-sectarian religion to the public schools of America and also because its Board of Directors believes this book, with its comprehensive and masterly presentation of this subject, will meet a real and pressing need in a field of vital importance to youth and to our nation.

"God in Our Public Schools" is a book of 250 pages, printed on good paper, in large type and easily read, well bound and with an attractive jacket.

The book's chapter headings which follow will give our readers a fair idea of its character and comprehensiveness:

I. The Schools Make the Nation.
II. Early Public Schools Religious.
III. Public Education Secularized.
IV. The Nation Today.
V. Substitutes for Religious Public Education.
VI. Fundamental Principles.
VII. Rights of Child, Parent, Church, Citizens.
VIII. Statutes, Decisions, Customs.
IX. Sect and Sectarian.
X. Christian Public Education Legal.
XI. Christian Public Education Essential.
XII. The Teacher and the Program.
XIII. What Next?

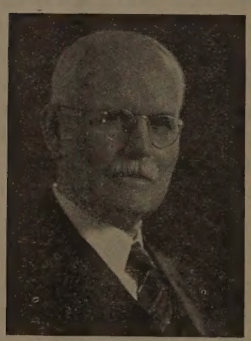
For three-quarters of a century The National Reform Association by voice and pen has advocated the views so ably presented in this book. Its officers and leaders believe that a truly great Christian and patriotic service will be rendered by placing the book in the hands of school teachers and school administrators, ministers and other religious leaders, legislators, judges, officers of parent teachers' associations, women's clubs, Gideons, and finally of parents interested in the moral and spiritual development of their children in our public schools.

The Association therefore requests the cooperation of all who are interested in restoring to our public schools the greatest character-building Book in the world, in securing for this book the widest possible distribution.

We express our appreciation and thanks to the Light and Life Press, Winona Lake, Indiana, for their high quality of workmanship in printing this book.

The cost of the book is $1.50 postpaid. Secure from The National Reform Association, 209 Ninth Street, Pittsburgh, Pa.

ABOUT THE AUTHOR



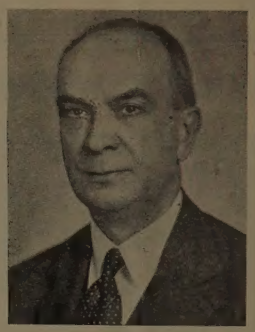
W. S. Fleming, D.D.

At four years of age the author of "God in Our Public Schools" lost his mother. At five his father. Adopted by strangers, at seven he lost his foster father. Soon the foster mother disappeared. Then for the homeless waif, twice an orphan at eight, the Father of the fatherless provided a home where the blessing was asked at every meal, where he was taught the bedtime prayer, "Now I lay me," and where daily devotions with Bible reading and prayer was the unfailing habit. Every week for more than three years the lad committed to memory the entire Sunday School lesson and recited it to the teacher on Sunday.

At sixteen he found lost relatives. He worked his way through high school, college and seminary, and now for nearly half a century he has been a minister in one of our great Protestant denominations. Today he firmly believes that any good he has accomplished is the direct fruit of the Bible knowledge he obtained in that God-given foster home. He believes it is the right of every child to receive religious instruction. Since more than half the children of the nation today are getting no religious instruction either in home or church, he is convinced it is the duty of the state to give this instruction in its own schools. This, for its own protection and to be fair to the children.

To this end Dr. Fleming gave twelve of the best years of his life to campaigning over America for Bible reading and religious instruction in our public schools, and for twenty-five years has made an intensive study of the subject. The result of this study and experience is found in "God in Our Public Schools."

Luther A. Weigle, Ph.D., D.D., Noted Educator, Writes Introduction to Dr. Fleming's Book



Luther A. Weigle, Ph.D., D.D.

It is a matter for gratification both to Dr. Fleming and The National Reform Association that a man of such eminence as Dr. Weigle, Dean of the Yale University Divinity School and President of the Federal Council of Churches of Christ in America, was, as he stated, "glad to write the Introduction to Dr. Fleming's book." For the sake of some of our readers who may not know his high standing in educational and religious circles and his manifold activities, we submit the following brief statement.

Dr. Weigle is a Pennsylvanian by birth. He was graduated from Gettysburg College and the Lutheran Seminary located at Gettysburg, Pa. For a short time he was pastor of a Lutheran Congregation. Following this he taught psychology in Yale. For a period of eleven years he was professor of philosophy in Carleton College, Northfield, Minnesota, and also Dean of the College. Since 1916 he has been connected with Yale, first as Horace Bushnell Professor of Christian Nurture, then as Sterling Professor of Religious Education, and since 1928 he has been Dean of the Yale Divinity School.

Dr. Weigle has been a member and chairman of the International Lesson Committee and a member of the Executive Committee of the World's Sabbath School Association. For many years he has held important positions in the International Council of Religious Education and is at the present time a member of the Council's Commission on Educational Program and of its Board of Trustees, and Chairman of the American Standard Bible Committee of the Council. For a number of years he was Chairman of the Christian Education Committee of the Federal Council of Churches of Christ in America and is now the President of the Council. Since 1929 he has been a trustee of Northfield Schools. He has given lecture courses in numerous theological seminaries and is the author of at least a half dozen books.

In his Introduction to Dr. Fleming's book Dr. Weigle lays a solid foundation for the position maintained in the book of the right and necessity of the use of the Bible and of non-sectarian religious instruction in the public schools of our country and pays tribute to Dr. Fleming for his contribution to the cause of Christian public education both in providing this book and in his life's service to the cause. Following is part of the Introduction.

"The principle of the separation of church and state, as we hold it here in America, is often misunderstood and misapplied. It means just what the phrase implies—that church and state are mutually free. It means a separation of control so that neither church nor state will attempt to control the other. But it does not mean that the state acknowledges no God, or that the state is exempt from the moral law wherewith God sets the bounds of justice for nations as well as for individuals.

"There is nothing in the status of the public school as an institution of the state, therefore, to render it godless. There is nothing in the principle of religious freedom or the separation of church and state to hinder the school's acknowledgment of the power and goodness of God. The common religious faith of the American people, as distinguished from the sectarian forms in which it is organized, may rightfully be assumed and find appropriate expression in the life and work of the public schools.

"We must keep sectarianism out of our public schools. But that does not necessitate stripping the schools of religion. To exclude religion from the public schools would be to surrender these schools to the sectarianism of atheism or irreligion. To omit faith in God from our philosophy of education and from the program of our schools is to convey to children and youth a strong negative suggestion which tends to nullify rather than to fulfill our American principle of religious liberty. It is to undertake the impossible task of attempting to perpetuate and advance a culture—the American way of life—without informing our children as to the faith which has inspired and sustained that culture. It is to imperil the future of American democracy.

Tribute to Dr. Fleming

"It is the merit of Dr. Fleming to to have discerned these perils before many were awake to them, and to have devoted a considerable portion of his active life to service as a prophet and counselor with respect to the place in public education of faith in God. This book expresses the ripe experience of a man who has dealt with its subject throughout the length and breadth of the land. I honor his pioneering; I admire his devotion; and I have read his book with very great interest. It carries a message that America needs, and it puts that message in terms that all can understand."

Appraisal of "God in Our Public Schools"

" 'God in Our Public Schools' is the best putting of the matter I have seen. I am for the Book everywhere."

—M. S. Rice, D.D., Pastor,
Metropolitan Methodist Church,
Detroit, Michigan.

"It is the merit of Dr. Fleming to have discerned these perils (of a secular system of public education) before many were awake to them, and to have devoted a considerable portion of his active life to service as a prophet and counselor with respect to the place in public education of faith in God. This book expresses the ripe experience of a man who has dealt with its subject throughout the length and breadth of the land. I honor his pioneering; I admire his devotion; and I have read his book with very great interest. It carries a message that America needs, and it puts that message in terms that all can understand."

—From the Introduction by
Luther A. Weigle, Ph.D., D.D.,
Dean of the Divinity School
of Yale University.

"There isn't any doubt but that the time has come to meet the question of religious instruction in the schools without quibble. For too long now we have hid our lights under the proverbial bushel and said that it was a constitutional question and should be left alone. However, the time has come at last to speak out.

"In our opinion Dr. Fleming has done just that thing—and a magnificent job he has done of it.

"His book 'God in Our Public Schools' should be the answer to all of us who have said—now for so long a time—that God should be left to the choice of the school child. Those of us who have been afraid of meeting this issue squarely can feel that Dr. Fleming in his thesis on the subject has answered all of our questions. As a teacher of the Bible in the schools, in that school which long ago came to a decision on this matter, I feel that Dr. Fleming has met all the issues involved and has answered every one. I am sure if his book is read by those whose interest is keen in this matter that they will receive not only food for thought, but an inspiration that will carry them far along the road of accomplishing their desires in this matter."

—S. A. Graves,
Dean of the College of Liberal Arts,
Detroit Institute of Technology.

(Prof. Graves was a teacher in the public schools of Highland Park, Michigan, a city of 80,000 completely surrounded by Detroit. He taught the Bible as part of the English course in the high school. He prepared his own outlines. Many religious denominations were represented in his classes. Religion and morals were freely discussed. In all the years there was never any trouble in the class or community concerning it. He had about 100 students each year in his class and in six years five hundred students had taken this course. Prof. Graves was employed by the school board and paid out of public funds, the same as other teachers.)

"I have just finished reading Dr. Fleming's book, 'God in Our Public Schools.' This publication seems to me to be timely, since it emphasizes the fact that religious education constitutes a fundamental basis for the control of human conduct. It reveals in a very objective way the extent to which children of this day and age are missing religious influences.

"With this review as a basis, the teaching profession will see more clearly the responsibility which should be met and will be in a better position to arrive at a conclusion as to the best way in which the schools of the nation may make their contribution to the general program of more effective and more general religious instruction."

—H. L. Smith,
Dean of the School of Education,
Indiana University.
Formerly President of the
National Education Association.

"Dr. Fleming's 'God in Our Public Schools' is a fascinating book and holds one's attention like reading a novel. It is filled with facts that are indisputable.

"I do not hesitate to say it is the finest statement I have ever read on this whole question of the Bible in the schools. It should be most helpful in disseminating knowledge that would greatly help in bringing to fruition the recognition of the Bible in our public education."

—A. G. Studer, M.D.,
General Secretary,
Detroit Young Men's
Christian Association.

" 'God in Our Public Schools' is a masterful presentation of a matter that

(Continued on Page 5)

THE CHRISTIAN STATESMAN

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An organization of Christian citizens founded in 1863

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R. H. MARTIN, Editor-in-Chief

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RELIGIOUS EDUCATIONAL WEEK

September 27th to October 4th

The twelfth annual observance of Religious Education Week will be observed widely throughout America through Protestant churches and by community activities and radio broadcasts, beginning September 27th. It is sponsored by the International Council of Religious Education with some 40 Protestant denominations, 30 state and 69 city councils of churches cooperating. This year the observance is built around the general theme, "Foundations of Freedom," a very fitting subject in these war times.

This *Christian Public Education* number of The Christian Statesman is directly in line with the observance of Religious Education Week. In no place is religious education so greatly neglected and so greatly needed in our country, as in the public schools and higher institutions of learning. Here only can that more than half of American youth which the churches are not today reaching, be reached with that religious instruction which is the foundation of democracy and which is essential in fitting them for the duties of citizenship in a democracy. Besides, a system of public education which leaves God and religion out is not neutral toward religion, but exerts a positive influence against religion. Our secular public education of the past 75 years is the major underlying cause of the growth of secularism in America and of the indifference toward religion of American youth and of the increasing uphill task of the churches in winning the people to Christ and maintaining Christian standards of living among its own members. Restoring the Bible and non-sectarian religious instruction to the public schools of America is a pressing need, a great Christian patriotic cause which should enlist the wholehearted efforts and support of all Christian and patriotic Americans.

GOVERNMENT SHOULD FURNISH BIBLES TO MEN IN SERVICE

On September 9th Congressman Paul Cunningham of Des Moines, Iowa, introduced a bill—H.R. 7531—in Congress to have the United States Government furnish a copy of the Bible to each individual member of the armed forces making request for the same. The bill reads:

> "That the Secretary of War and the Secretary of the Navy be, and they are hereby, authorized and directed to furnish as a part of standard equipment of the armed forces of the United States of America, to each individual member of the armed forces making request, a Bible."

The bill was referred to the Committee on Military Affairs of which Honorable Andrew J. May of Kentucky is Chairman.

In introducing the bill Mr. Cunningham addressed the House of Representatives as follows:

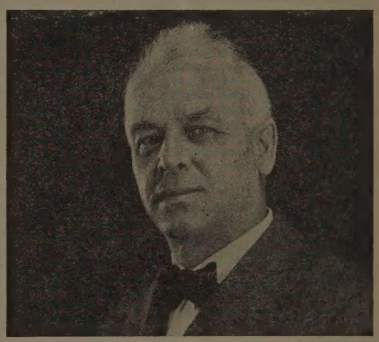
"Last week I listened to Kate Smith, of New York, report on the air that in a recent poll taken of the men in the Army and Navy asking what they most preferred be sent them, more than 50 percent asked for Bibles. This is a wonderful tribute to our fighting men, but a severe indictment of this Congress, the administration, and the Nation, that it is necessary for the members of our armed forces to have to ask for them. I have, therefore, introduced a bill which will require the Secretary of War and the Secretary of the Navy to see that Bibles are issued as a part of standard equipment to the members of our armed forces who request them."

This brief statement by Congressman Cunningham presents reasons sufficient for the passage of this bill. It is true that churches, the Gideons and other groups and individuals are furnishing many Bibles and Testaments to our soldiers, sailors and marines. But as Mr. Cunningham says why should not the government furnish them with Bibles? The government should do this not only because they want them but also because this nation was founded on the Bible (Andrew Jackson said, "The Bible is the rock on which our Republic rests." Herbert Hoover, "We are indebted to the Book of books for our ideals and institutions. Their preservation rests in adhering to its principles.") and the Bible is the source of the liberty and freedom to fight for which the government has called these men into the service of their country. The passage of this bill by Congress would be a recognition on the part of our national government and the nation of the place the Bible has had and should continue to have in American life.

Write your Congressman and also the Chairman of the Military Committee requesting the passage of this bill.

THE CUTTEN SPEECH— "WE ARE AT WAR"

This masterly and powerful message delivered by Dr. John Barton Cutten, President of Colgate University, at the recent Northern Baptist Convention has already had a more extensive circulation and wider reading than any other address in the history of the temperance reform in America. Following its delivery the Baptist Convention, we are informed, voted to publish and distribute 1,000,000 copies of it. It has been reproduced in whole or part by many papers and journals. The June issue of The Christian Statesman reproduced half of the address.



DR. JOHN BARTON CUTTEN

Senator Capper of Kansas was so impressed with this message that he had it inserted in the Congressional Record as an extension of his remarks.

Through the courtesy of Senator Capper, The National Reform Association secured 25,000 copies of this reprint for distribution, the Association paying for the reprint. These reprints are in sealed envelopes. We have already made use of about one-half of them, a large number of which were supplied to churches and Sabbath Schools for use in connection with the observance of Temperance Sabbath, September 6th, some thousands mailed to public school teachers and a copy sent to each of our contributors and to the readers of The Christian Statesman.

Here is a great opportunity we offer to those who want to cooperate in giving this great temperance message the widest possible distribution. We render this service without cost for wrapping, addressing and mailing the reprints.

We will supply you with copies of this address, reprinted from the Congressional Record by the courtesy of Senator Capper, sealed and enclosed in a franked government envelope which you can remail from your home post office without postage, at *the rate of five copies for one cent* in quantities of 100 or over, that is 20c per hundred. Address The National Reform Association, 209 Ninth St., Pittsburgh, Pa., and enclose remittance.

Brief Quotations From "God in Our Public Schools"

A man trained in mind but not in morals is a menace to society.

—*Theodore Roosevelt*

The state that now whets the brain of every child must also give to every child the religious training that will make him a safe citizen.

Every child has a right to be taught morals before he is punished for wrong doing.

Education without character is dangerous.

—*Calvin Coolidge*

Bibles are furnished and chaplains are paid by the state to give convicts moral and religious instruction . . . Bibles kept away from school children and put into the hands of convicts delights devils and drives us straight toward the jungle.

Our schools turn out intellectual giants and moral pigmies.

—*Nicholas Murray Butler*

We must have religion and its moral resultant in the life of every citizen to save the nation from moral collapse and final downfall.

Trying to operate the schools without religion is like putting a pistol into the hands of a child.

—*Roger Babson*

Bibles in the hands of school teachers would be far more effective in reducing crime than policemen's clubs, criminal courts and prison cells, and infinitely more humane.

Reason and experience forbid us to expect that national morality can prevail in exclusion of religious principles.

—*George Washington*

It would be good economics to return religion to the schools, for the saving in the crime bill would soon pay all expenses of our public school system.

In 1920 the Inter-Church Movement surveyed the nation and reported that of 53 million children and youth, 37 million, seven in ten, were unchurched.

It is our conviction that the absence of religion from our public schools for nearly three-quarters of a century is the main cause of the uphill struggle of the churches and of the growth of crime.

What psychological, what pedagogical folly to feed the poison of secularism, practical atheism, in the schools and expect the antidote to be applied in home and church!

The religion of the Bible is the source of democracy and only as our children know and live that religion can democracy live and thrive.

It is folly to think that those who will not go to church school on Sunday will go on Friday.

The public school with no God in it is a plain invitation to religious parents to set up parochial schools. Such a movement would greatly weaken our public school system, the very heart of democracy, and of course do much to destroy the solidarity and therefore the strength of democracy.

By Christian public education we mean teaching in our public school by suitable teachers employed by the state as a regular part of the curriculum, the great moral and religious truths of the Bible with special emphasis on the teachings of Jesus.

The danger of using the Bible in our public schools is nothing as compared to the danger from not using it.

—*Charles M. Sheldon*

APPRAISAL OF "GOD IN OUR PUBLIC SCHOOLS"

(Continued from Page 3)

ought to be given serious thought by all who are concerned with the future of America.

"Dr. Fleming charges that the secularized public school is destroying religion and wrecking the nation through crime. That is a terrible indictment. But if it be true that 'the schools make the nation,' it follows that they cannot escape responsibility for the present decline in religion and the growth of crime which has accompanied it.

"This powerful book may prove to be an epoch-making book. It should be read by all who are interested in changing our education from godlessness to education for Christianity."

—Talmadge D. Johnson, D.D., Pastor, First Baptist Church, Kingston, North Carolina.

"I have read Dr. Fleming's book with great interest. The argument for religion in the school seems to me to be unanswerable. The statements regarding the court decisions in various states make it invaluable to anyone interested in public morality. So far as I know there is no other book published which contains much of the material to be found in this splendid publication. I hope it will be widely read."

—Larimore C. Denise, D.D., President, Presbyterian Theological Seminary, Omaha, Nebraska.

"God in Our Public Schools"

By W. S. Fleming, D.D.

(Just off the press. 246 pages. Cloth bound. Large, clear type.)

This "epoch-making" book was written to aid in—

Building the character of the twenty-five million boys and girls in our public schools;

Turning back the rising tide of crime and secularism in our land;

Restoring the Biblical truths on which the founding fathers established the nation.

A book for all those interested in the moral and spiritual development of the 25 million youth in the public schools of America—to their parents, to teachers and administrators in our public schools, to religious and educational leaders, to legislators and judges, to parent teachers associations, school board directors, to leaders and members of Federation of Women's Clubs, Woman's Christian Temperance Unions, the Gideons and similar organizations.

Secure copy for yourself. Secure additional copies and place them where they will do most good. A suitable gift book at any time, especially at the Christmas Season.

Secure from the publisher, The National Reform Association, 209 Ninth Street, Pittsburgh, Pa., at the low rate of $1.50 per copy postpaid.

To The National Reform Association:

I am interested in your work to restore the Bible and religion to our public schools and especially in the book you have published, "God in Our Public Schools," which sells at $1.50 postpaid. Please send me.....copy, or.....copies. Enclosed you will find remittance.

NAME.....

ADDRESS.....

.....

(Reproduction of page of Dr. Fleming's Book)

THE SCHOOLS MAKE THE NATION

Benjamin Kidd said:

"The idealism of mind and spirit conveyed to the young of each generation under the influence of the social passion, is absolutely limitless in its effects. The power which is represented thereby is capable of creating a new world in the lifetime of a generation. It is capable of sweeping away in a single generation any existing order of the world."[1]

Mr. Kidd shows that Germany was transformed in a single generation from a peace-loving people to the most warlike nation the modern world has seen. He says that when the Kaiser came to the throne (in 1888) he called the primary and elementary teachers of his realm together and made a speech deifying himself and glorifying war. He ordered all teachers from kindergarten to university to teach his principles in the schools of Germany. And they did. Soon the schools of the nation rang with deification of the Kaiser and the glorification of war. Thus in twenty-six years the world war burst upon humanity. Kidd says it was exactly the same teaching in the schools that "created that other utterly unforeseen and incalculable phenomenon of the modern world, the new-born power of Japan." He also holds that only in this same way can "universal peace" be brought about. Were Mr. Kidd writing in these second world-war days he could strengthen his argument by showing how the youth of Germany are now taught in their schools to fight and die or give birth to more soldiers for Hitler.

Mr. Kidd's dictum, in short, is just this—*what you put into the schools will in from twenty to thirty years be a controlling force in the lives of the people. Or conversely.*

We in America have proved this dictum. About 1890 every state passed compulsory scientific temperance instruction laws for all our schools. Soon every schoolhouse range with the evil effects of intoxicants. What was the result? In twenty-nine years we wrote the Eighteenth Amendment into the Constitution. Then we held a great celebration over the grave of John Barleycorn and quietly dropped temperance instruction from our schools and Sunday schools and in less than fifteen years the Twenty-first Amendment killed the Eighteenth.

ANSWERS YOUR QUESTIONS

In connection with the use of the Bible and of religious instruction in the public schools many questions arise. Many do not know the facts as to the inclusion or exclusion of the Bible and religion from our public schools, in the early days or now. There are those who assert that these schools, being a public institution, must exclude all religion and be secular. Others maintain that with all our differences in religion in this country it is impractical to include religion in the school curriculum. Many who believe that the Bible and religion should be in our public school, who see no other way of reaching the millions of American youth which the churches are not reaching with that moral and religious training essential in making them safe citizens and to save our Republic, except in the public schools, are troubled by these questions and objections. They want to do something to put the Bible and religion in our schools but do nothing because they are not sure of their ground. To all such we commend Dr. Fleming's book, "God in Our Public Schools." It covers the entire field of religious education in our public schools. It will answer your questions —such questions as these:

What place did the Bible and nonsectarian religious instruction have in the early public schools of this country?

When and how was the Bible and religion excluded from our public schools?

To what extent is our present system of public education secular?

What influence do our public schools have in shaping the ideals and character of American youth and determining the character of our nation?

What relation has Bibleless, religionless public schools to the growth of crime in the United States for the past half century?

Why is the crime problem becoming more and more a youth problem?

What proportion of American youth are the churches today reaching with religious instruction?

When our fathers separated church and state in America, did they intend to divorce religion and the state, set up a secular state and exclude the Bible and religion from the state's schools?

Is a secular system of public education—one that ignores religion, says nothing either for or against it—neutral toward religion and the church, the chief agency in promoting it, or does it exert a positive, even though unintentional influence against religion and the church?

How many and what states now require the daily reading of the Bible in their schools? What states permit it? What states forbid its use?

How many and what state supreme courts have faced this issue of the Bible in the schools? How many have decided for its use? How many against?

Is the released-time method of solving the problem of religious education, that of releasing the school children one or two hours a week from the public schools to receive religious instruction under the auspices of the churches, solving the problem?

Is non-sectarian religious instruction in our public schools practical? Are such courses being given in our school? If so, where? And with what results?

Secure from The National Reform Association, 209 Ninth St., Pittsburgh, Pa. $1.50 postpaid.

BACK TO THE BIBLE

"What is the remedy for the present reign of sex impurity, profanity, drinking, necking, divorce, adultery and crime that is sweeping over this country until 'the whole head is sick and the whole heart is faint?' Unless we find a remedy for the prevailing social standards that are breaking down all moral inhibitions among young people before they are scarcely out of adolescence, and flaming youth looking upon the violation of the moral code as something smart, American civilization will fall into dissolution and decay.

"What *is* the remedy? The restoration of the Bible, with its code of morals based upon a 'Thus saith the Lord,' to our American public schools as it was in the days of our fathers.

"If any one should doubt that as essential to our salvation, we recommend that they read a book entitled 'God in Our Public Schools,' just off the press by Dr. William S. Fleming, Chicago, and published by the National Reform Association, Publication Building, Pittsburgh, Pa. The book contains 250 pages, cloth bound, and costs $1.50. It is not printed for profit but as a public service."

"The book points the way to the moral recovery of the nation and tells how to save the coming generation from the accepted sins of our own. It should be in every home where there are children, and every public library and reading room in the land. The foundation of the editor's life was laid in the public school and private home where God's Word was the Chief Cornerstone. Back to the Bible is the hope of the nation. What shall it profit a Nation if it gain the whole world and lose its own soul?"

—From *"Progress"*, September, 1942.

CLINTON N. HOWARD, *Editor.*

Bible Teaching in the Public Schools of the Southeastern States

A mimeographed copy of a thesis with the above title by Martha Lee Pinkston of Parrott, Georgia submitted to the University of Georgia in connection with her work for the Master of Science Degree in Education and approved by the Dean of the Graduate School of the University was sent to the editor of The Christian Statesman by the author for examination. We deeply appreciate this courtesy.

This thesis of 150 pages contains much valuable information, well authenticated, on the status of Bible teaching in the area covered.

We are sorry that our limited space will not permit an extended review of the thesis. Its chapter headings indicate the field covered in the thesis: I. An Introduction to the Problem; II. Review of the Literature; III. Procedure; IV. Southeastern State Laws and Court Rulings; V. Summary of Findings.

From our point of view this thesis is particularly valuable for its information as to the extent to which the Bible is now being taught in or in connection with the public schools of the southeastern states and as to whether this teaching is under the supervision of churches which select and pay the teachers, or whether it is done under the supervision of the public school authorities by teachers employed and paid by the state as a part of the regular curriculum of the school.

In general, we conclude from this thesis that in this area of the United States, as in other areas of which we have more knowledge, the trend is away from giving this instruction on released time outside of public school buildings and under the supervision of church authorities, and toward giving it in the public schools as an integral part of the school curriculum by teachers employed by the public school authorities and paid by the state. Our space will permit citing only a few of the many cases cited in the thesis showing this trend:

Meridian, Mississippi

"In the public schools of Meridian Bible or religious instruction is given in all of our elementary grades. A special elective course in Bible is offered in both the junior and senior high schools. The school board selects teachers on nomination by the superintendent of schools. Special training is required on the part of Bible teachers. The course is financed the same as other subjects. Credit toward graduation is given for this work."

Marion, South Carolina

Since September, 1938, Marion public schools have offered an elective course in Bible to high school students for one unit of credit toward graduation. The state pays the Bible teacher as a regular teacher. Bible course is included in the daily schedule and given the same time that all regular school subjects received—a 45 minute period daily. The Bible teachers are selected by the school board and superintendent of schools with the approval of town ministers.

Charlotte, North Carolina

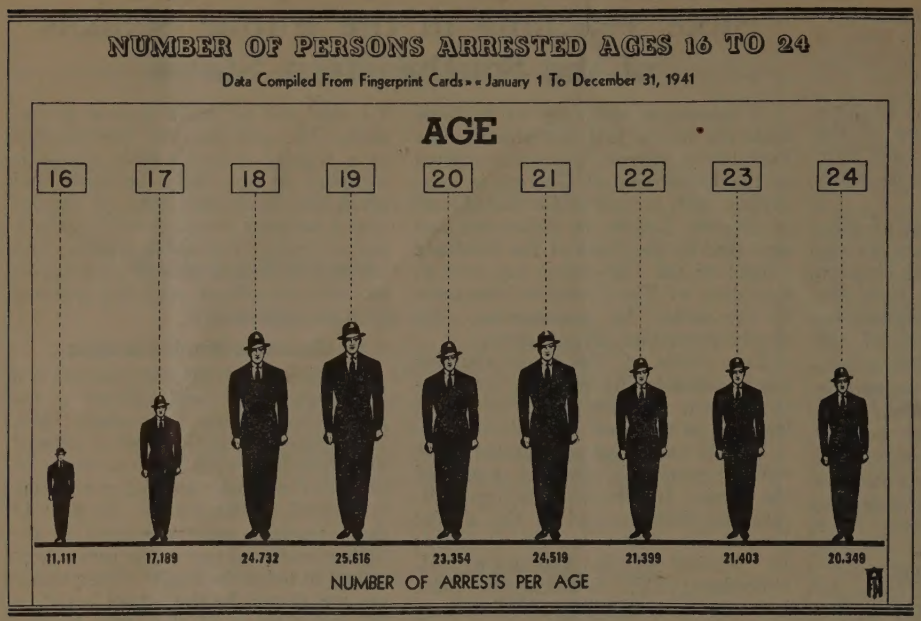
In this city of 100,899 population a Bible course has been offered in the high schools since September, 1926. The course is elective and is offered five periods a week for one year. A credit of one unit toward graduation is allowed for the course. In 1941-42 three teachers were employed in the high schools and one in the junior high school to teach the Bible. These teachers are elected by the school board on recommendation of the Inter-denominational Missionary Union which provides the funds to pay the salary of these teachers. These teachers are under the supervision of the principal of the schools.

Chattanooga, Tennessee

Bible teaching in the public schools of this city began in 1922. In 1941 twelve teachers were employed to render full time service in teaching the Bible in the white schools. In the colored schools one teacher was employed and twenty-five volunteer teachers were engaged in teaching the Bible. 9,000 white children and 5,000 colored children are now studying Bible each week in the Chattanooga public schools. This teaching is administered by a Bible Study Committee under a cooperative plan in which the public schools, parent-teachers associations and religious groups of the city are represented.

Moultrie, Georgia

In this school the Board of Education selects the Bible teacher. Her salary is paid by the churches. Miss Adams, principal of the high school, states: "The Bible course reaches all students in the English and Social Science classes with a minimum of thirty minutes on two or three days a week given to each group. The students all like the course. The problems of boys and girls are discussed with the Bible as a basic guide. No sectarian problems have arisen. The Jewish and Catholic boys and girls are just as interested as the Protestant. The fundamental principles of democracy are based upon the teachings of the Bible. To exclude the Bible from the schools is to exclude the very foundations of democracy and the greatest of the world's literature. The Bible is the desirable basis for character education."



The above graph from the Federal Bureau of Investigation, J. Edgar Hoover, Director, shows that crime in the United States is becoming more and more a youth problem. Youth of the age of 19 furnish more criminals than any other age, with youth of 18 a close second.

CRIME—
A YOUTH PROBLEM

So says J. Edgar Hoover:

"In this country there is actively at work a criminal army of 3,500,000. Crime is a youth problem and becoming more so.

"There is no possibility of wiping out crime by trying to reform criminals. The time to strike at it is when the youth is ready to be moulded into an adult.

"What America needs today is an inculcation of the immortal lessons of the Ten Commandments and the Sermon on the Mount in the hearts and minds of all Americans."

It is in the public schools alone that "all Americans" can be reached with this instruction.

"Personality and Character Building"

A book of real merit with the above title by Henry Lester Smith, Ph.D. and Robert Stewart McElhinney, A.M., both of the University of Indiana, is just off the press. This book deals with the importance and methods of developing personality and building character largely in the public school education of our country.

The background, training and experience of the authors of this book qualify them for providing a book on this subject for the American public, especially for teachers and other public educators charged with responsibilities in connection with our education. Both have a sound religious background and training. Dr. Smith's life work has been in the field of education. For many years he has been Dean of the School of Education of Indiana University. Recently he was President of the National Education Association. He was sent by this Association as its representative on educational missions to South America and to the Far East.

While Dr. McElhinney is an ordained minister of the Gospel his life work has also been in the field of education. For a number of years he was teacher of psychology in a Christian college. For the last ten years or more he has been an extension lecturer in education in Indiana University. With this authorship we would expect a book that would deal wisely and sanely with this important subject, as this book does.

The book was written to help in meeting an important and pressing need in public school education today, namely, that of how to build the character of the youth of America in our public education. There is, as the book says, a new realization on the part of educators that the building of character is the supreme task in education and that it is at this point that our public education is weakest. There is an almost universal demand on the part of educators that this weakness of our public education must be overcome and that more and more we must concentrate on developing the personality and building the character of our American youth.

The book proceeds to tell how this can be done. It recognizes and emphasizes the importance of religion in the development of character. The book does not, like a good many other books written on this subject by educators, say that on account of our American doctrine of religious liberty and of the separation of church and state, religion can not be taught and religious motivation may not be brought into our public school education. While it recognizes the limitation placed upon religious instruction in our public schools by law in some states and more widely by public opinion throughout the country generally, the authors hold that "in most states it is perfectly legal and feasible to include in the curriculum a certain amount of religious material and a number of religious courses." They also state "It is understood that when we speak of religion or of religious instruction in our schools we speak of the Christian religion which is based on the Bible." "The problem of religious instruction including Bible lessons," they say, "is not so much to give legal permission for the work as to find competent teachers who have the initiative, willingness and training to lead out in offering and conducting the courses."

Among the benefits which would accrue from the teaching of religion in the schools they include the following:

a. The study of the life of Jesus would furnish an ideal, an example worthy of emulation in every respect.

b. By its teachings religion would furnish a splendid set of principles which would undoubtedly effect the thinking of all who studied them.

c. Teaching of religion would bring to youth the knowledge of a source of power outside themselves upon which they may call.

The book deals in a very practical and helpful way with the methods and the many opportunities which the teachers in our public schools under present conditions have of developing the personality and building the character of our American youth.

It is a book of 345 pages, cloth bound and well worth $2.00, the price at which it is sold. It is published by the Light and Life Press, Winona Lake, Indiana. Secure from the publisher.